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# ANCHOR



Vol. XXX, No. 7

RHODE ISLAND COLLEGE OF EDUCATION

Friday, June 6, 1958

## MEMORIAL ISSUE

### DEVELOPMENT OF R. I. C. E.

Henry Barnard, the first State Agent for Education in Rhode Island, sowed the seed which led to the passage in 1854 of a bill establishing a school for the professional preparation of teachers. On May 29, 1854 the first Normal School was opened, and Principal Dana P. Colburn and his assistant, Arthur P. Summer, undertook the preparation of Rhode Island's teachers. The school enjoyed success until 1857 when a state appropriation was withdrawn because of a growing feeling that teachers should not be educated at public expense.

The town of Bristol offered to provide school accommodations without cost to the state, and in 1858 the normal school was moved to that peninsular town. This arrangement reduced the attendance and in July 1865 the school finally closed its doors.

When Thomas W. Bicknell was named Commissioner of Public Schools in 1869, there began an unusual campaign for the re-establishment of Rhode Island Normal School. Largely through Mr. Bicknell's personal efforts, public sentiment in favor of the enterprise reached a high point in 1871, and in that year the General Assembly unanimously voted passage of the Normal School Bill. Since September 6, 1871, when the re-established school opened its doors in Providence, the State of Rhode Island has continuously provided professional preparation for teachers.

The school, which was located on High Street, attracted the attention and confidence of the community and students came to it in large numbers. Within the decade it was necessary to secure larger and more adequate quarters. Accordingly, the Providence High School estate on Benefit Street was purchased and equipped at a total cost of \$40,000.

During the years on Benefit Street the school's administration came to feel more and more strongly that teachers were best prepared when their education included the opportunity to "observe children at work and to practice the art of teaching." In 1893 observation and practice rooms were made available through an arrangement with the Providence School Department. Eight rooms were opened to the students for demonstration and practice teaching. This plan was extended in 1897 by the establishment of training rooms in Central Falls, Cranston, and Pawtucket.

In its report of 1892, the Board of Trustees urged the construction of a modern building to meet the ever growing needs of the Normal School and to include a completely equipped children's school. Six years later, on September 7, 1898, the new building, overlooking the city of Providence from Capitol Hill, was dedicated at a ceremony during which the United States Commissioner of Education, addressing the group, made the fol-

lowing statement: "If the nation could speak through my voice today, I am sure it would utter its congratulations to the people of Rhode Island on the completion of this most finished piece of normal school architecture in the land."

The observation and practice classes, located in rooms on the first floor, placed a new emphasis on the practical application of principles and theories. The training system, which made use of the

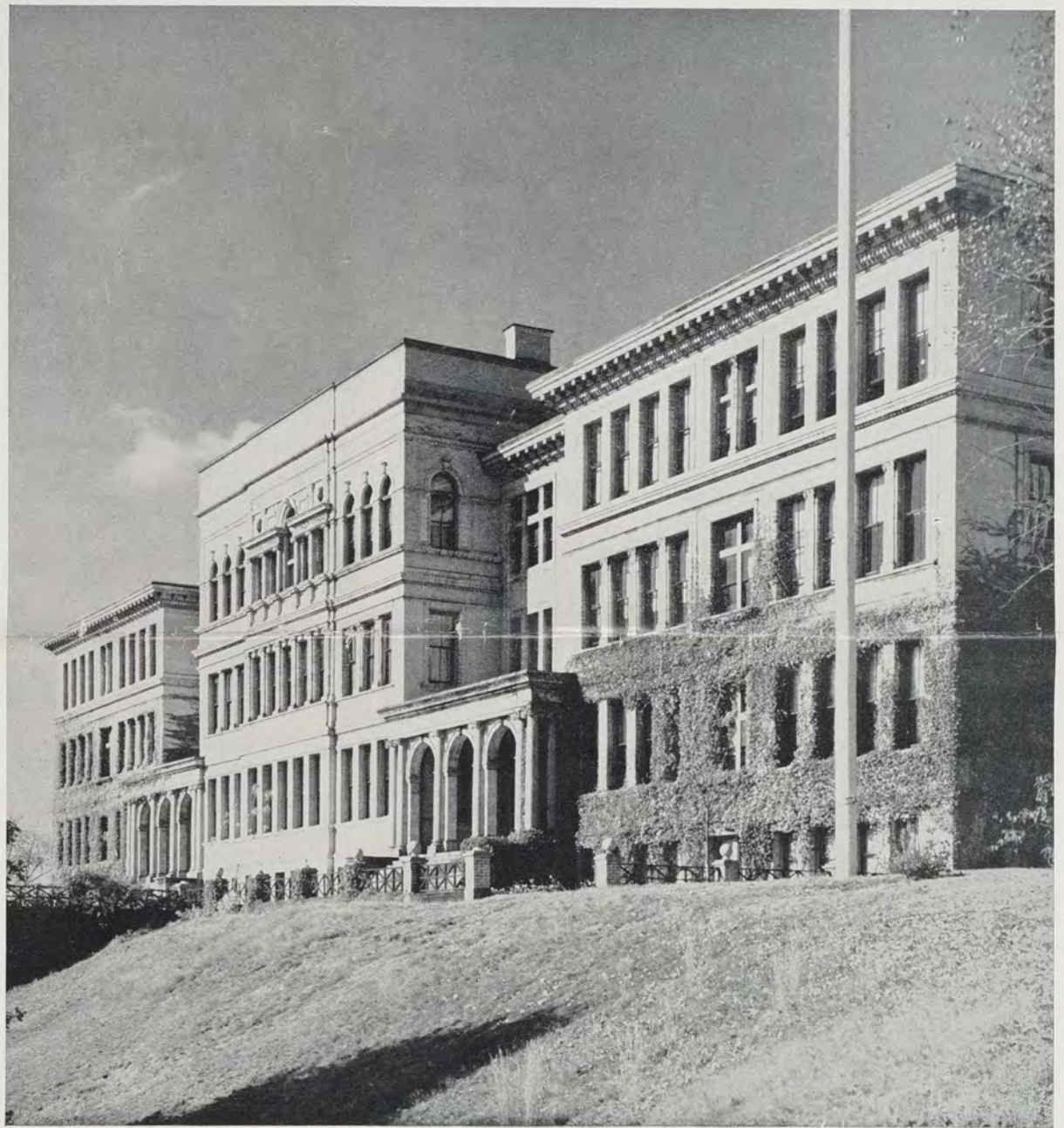
classrooms in certain cities and towns of the state for student teaching assignments, was extended, and the training course was lengthened from half-term period to a full semester. During this time the preparatory course, which up to now had admitted students without high school education and prepared them for the regular Normal training was discontinued.

It was not until 1920 that the Rhode Island College of Education

was established by an Act of the General Assembly. A four-year course, leading to the degree of Bachelor of Education was set up and the original Normal course, which had been lengthened in 1909 from 2 to 2½ years, was continued as optional. In 1926, the optional course became one of 3 years duration, and after 1932, all students were required to have 4 years of preparation for the profession of teaching.

September 1928 saw the opening of the much needed Henry Barnard School building on the college campus.

Henry Barnard, Thomas Bicknell, Charles Carroll, John Lincoln Alger, and Clara Craig are some names forever linked with the history and development of teacher education in our state and to these people Rhode Island College of Education owes much for the fortitude and vision which built the college.



To this old building we dedicate this memorial issue.





Dr. Gaige



Dr. Whipple

## BIOGRAPHICAL NOTES ON R. I. C. E. PRESIDENTS

Dr. John L. Alger served as the first president of Rhode Island College of Education. He took office in 1921, the year the school was changed from a normal school to a college.

Dr. Alger obtained his early education in Vermont public schools. He attended St. Johnsbury Academy and was graduated from Vermont Academy in 1886. That same year Dr. Alger entered Brown University, where he distinguished himself with an outstanding academic record and was elected to Phi Beta Kappa.

Called to Providence in 1908, Dr. Alger served as principal of the Normal School until 1921. Under his administration the college was enlarged and the standards of education were raised. Dr. Alger had been a schoolteacher himself and he saw and understood the teacher's point of view. He urged higher standards and higher pay for members of the profession.

On June 17, 1939, Dr. John Alger retired from the presidency of the College. He died at Grace Hospital in New Haven on January 12, 1943.

Dr. Lucius Whipple succeeded to the presidency of the College in 1939.

He attended Rhode Island School of Design and received a Bachelor of Science degree from Rhode Island State College in 1908. Twenty years later Dr. Whipple received a Master of Education degree from Brown University.

From the time of his entrance in 1908, into the field of education until his retirement, Dr. Whipple was closely associated with the training of students and teachers. Besides his activities as an educator, his interest in the civic and social life of his community led to membership in many organizations, a number of which he headed.

Dr. Whipple was a member of the executive committees of American Colleges for Teacher Education and National Educational Association, and he was co-chairman of the Rhode Island Seminar on Human Relations. While he was in the department of education, he did extensive work in research and surveys in educational subjects. He was also, at one time, commissioner of the Boy Scouts of America.

Dr. Whipple retired in November, 1951. He died on April 20, 1952 at his home in Greenville, Rhode Island.

Dr. William C. Gaige, born in Warren, Pennsylvania, assumed the position of President of the Rhode Island College of Education in November, 1952.

Dr. Gaige was graduated from Oberlin College in 1932. He received his Master of Arts degree from the University of Chicago in 1935 and a Doctor of Education degree from Harvard University in 1955. The Rhode Island College of Pharmacy and Allied Sciences awarded Dr. Gaige an honorary Doctor of Science degree in 1955.

Dr. Gaige spent many years teaching in the high schools of Massachusetts and was principal of Pembroke High School and then principal of Wellesley High School—both in Massachusetts. Prior to being named superintendent of Schools in Claremont, California. Dr. Gaige served two years as training officer in the Amphibious forces of the United States Navy. He has also taught graduate courses at Boston University and graduate seminars at Claremont Graduate School in California.

When Dr. Gaige arrived at the College he immediately asked for funds to increase a much understaffed faculty and to improve the routine daily administration. He sought more librarians to help the two-staffed force then in existence. Dr. Gaige also asked for funds to renovate a poor building, and it has been largely through the efforts of Dr. Gaige that the Rhode Island College of Education will move to new, and modern campus.

## CURRICULUM REVISED Keeps Pace With Times

September, 1956, marked the culmination of several years' efforts as the present-day curriculum at R.I.C.E. went into effect. The purposes of this revised program were to offer more courses in general education, so as to enrich the student's learning experience, and to offer professional courses aimed at developing teaching competence. All students are now under this enriched program and probably know little or nothing about the curricula that it succeeded. For those Ricans who enjoy probing into the dark, dusty annals of history, and for those allergic individuals who do not, this summary of curriculum changes at R.I.C.E. has been prepared.

1901 The first Normal school catalog was published in 1901 and describes the school as being divided into two departments: the Normal Department, which trained teachers; and the Preparatory Department, which was essentially a high school and prepared pupils for admission to the Normal School. The Normal Department was further divided into three curricula.

1. General Course—This two year course prepared teachers for the primary and grammar grades of the city's public schools.

2. City Training Course—Graduates of this one-year course received a certificate that made them eligible for appointment to the training schools of Providence. They could obtain a Normal School

diploma if they took an extra half year's instruction in the Normal School and had a year's teaching experience in the training schools.

3. Kindergarten Training Course—A two year course which placed emphasis on the teachings of Comenius, Rousseau, Froebel, and Pestalozzi.

Some of the courses offered at this time were: observation, geography, language, practice-teaching, methods, music (the entire school met each week for practice singing at sight), pedagogy, drawing, mineralogy, cooking, sewing, history, algebra, penmanship, and nature study.

1903 The Normal Course was lengthened to 2½ years and the City Course was dropped.

1908 The Board of Trustees decided to accept no more students in the Preparatory Course.

1911 A special course of three years was offered in this year. It included the work of either the General or the Kindergarten Course with the addition of special electives.

1917 The Normal Course was lengthened to three years and a diploma given only after a half year of successful teaching under a critic. (Previously, only a half year of training was needed.)

1919 A four-year course leading to the degree of Bachelor of Education was instituted in coopera-

tion with R. I. State College. Two years were spent at the Normal School and two at the State College.

A Library Training Course was added to prepare students for work in the public libraries as well as the school libraries.

1920 R. I. State Normal was made R. I. College of Education and had its own four-year course leading to a Bachelor of Education degree as well as the Library and Kindergarten curricula.

1922 A course of library science designed to instruct pupils in the use of the card catalog and the most important reference books was required of all students.

1926 The Library and Kindergarten Courses were done away with and in their place one four-year course was established. By means of electives, a student could prepare himself for special kinds of teaching. Besides this four-year course, there was a two-and-a-half year Junior course which awarded a certificate to teach, but not a degree.

1946 The single four-year curriculum was replaced by four specific four-year curricula: Elementary; English-Social; Kindergarten; and Math.-Science. This arrangement continued until 1956, when it was slightly modified to include greater emphasis on individual subject areas.

## ODE TO 25 PARK ST.

*Farewell to thee, abode of dust  
Of scratches, mars and must and rust.  
Farewell to thee old home of R.I.C.E.  
Of clanging pipes and dirt and mice  
We'll miss thy scarred and yellow facade,  
Thy cracked and sloping esplanade.  
We'll miss thy stairs so long since worn,  
Thy sloping hills of grass unshorn,  
The dimness of thy hallowed halls,  
The cracks of thy stained walls,  
The pungent odor which betrays  
The contents of thy littered ways,  
The musty smells of closets' stores,  
Thy warped and undulating floors,  
The lovely, musical city sounds  
Wafted across thy spacious grounds,  
Thy many windows, never clean  
Which made a lovely shading screen,  
Thy student lounge where we would sit,  
Where no more students or smoke could fit,  
The many times we needed swords,  
To get a look at the bulletin boards,  
Thy classrooms, drafty, cramped and dim,  
Where we studied, full of vim,  
Thy lovely cafe at coffee hour,  
Where on three-legged chairs we'd cower.  
Worrying about our coming test,  
While commiserating with the rest.  
Oh, yes we'll miss thee, faithful old one.  
Now that we have our place in the sun.*

## R.I.C.E. Enrollment On the Increase

Five men and twenty-two women enrolled in the first class of the new school when, on May 29, 1854, Rhode Island Normal School was opened as a state institution. The school functioned until 1865 when it was forced to close its doors because of the gradual decline in enrollment.

Largely through the efforts of Thomas W. Bicknell, Commissioner of Public Schools, a bill establishing Rhode Island Normal School was enacted into law in 1871, and in September of the same year, the school opened with an enrollment of 106 students. During the next forty years, the school enrolled 3,000 students, 2,058 of whom received graduating diplomas.

By 1939, freshman enrollment alone was up to 118. There was a decrease in enrollment during the years of World War II, but the years following the war showed a gradual increase until 1957, when freshman enrollment reached 198. This coming September more than 250 freshmen will register at the new R.I.C.E. campus—a number nine times greater than that of the first freshman class in 1854.



# S. I. D. Q.

Scribimus indocti doctique.

Vol. III.

Providence, R. I., February, 1896.

No. 2.

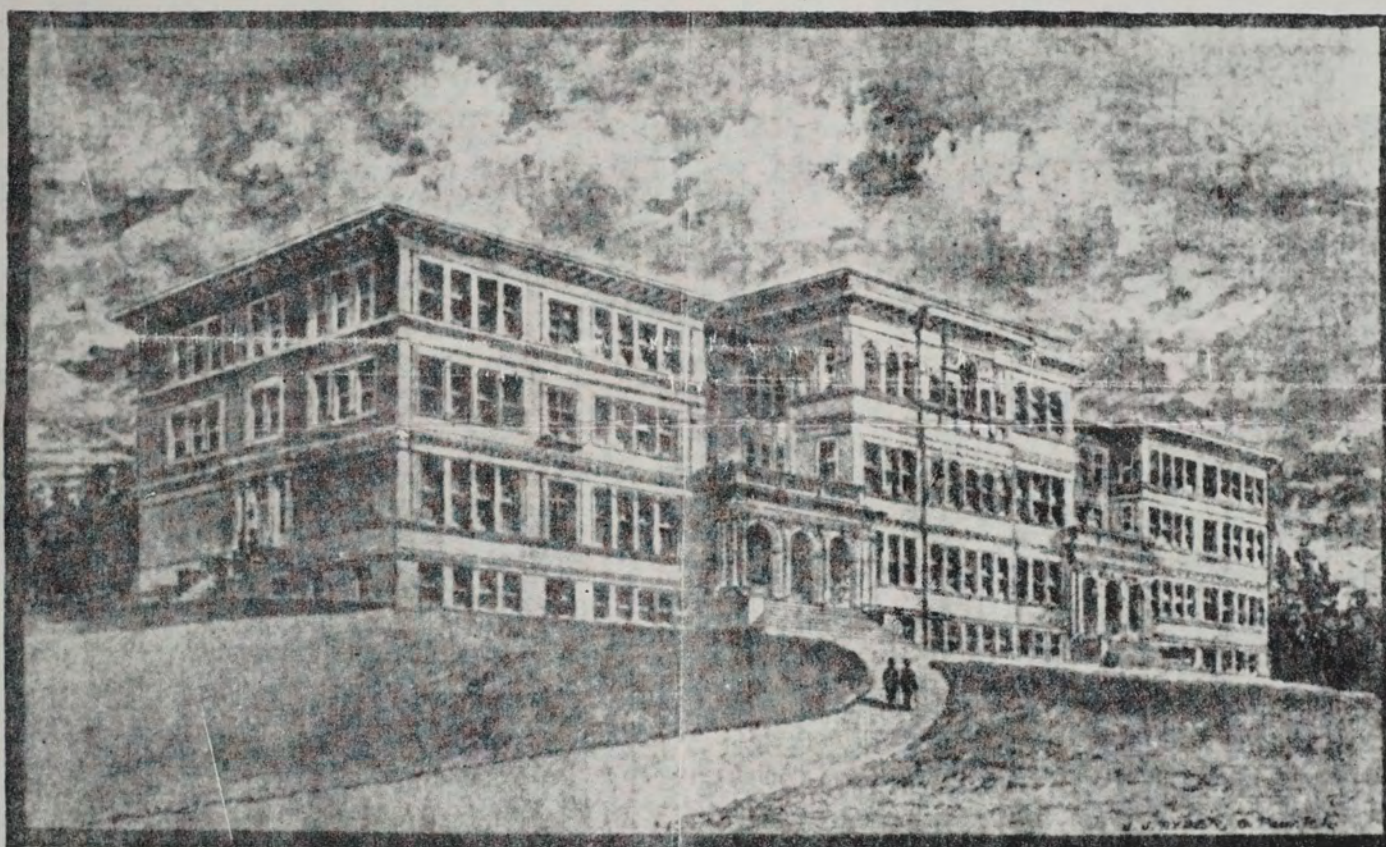
## THE NEW NORMAL SCHOOL.

The new Rhode Island Normal School building which is in process of erection is situated on the pentagonal block bounded by Promenade, Park, Lincoln, Francis and Gaspee Streets and will be about three minutes walk north from the new Railroad Station. As the land is elevated the school will command an extended view of the city. The grounds are to be laid out artistically and adorned with trees and shrubs.

The building is to be of light colored brick with terra cotta trimmings and in architecture is to be plain and classical. It will be symmetrical in form having a central part, two

On the second floor the front of the central part is to be the library and reading room, the dimensions of which are to be thirty-six by seventy-two feet. Extending back across the corridor is the study and assembly hall, sixty-four by seventy-two feet and thirty-six feet high. This hall is to be lighted on both sides by ample windows and by a skylight.

In the east wing are to be the rooms for the departments of English Language and Literature, History and Geography, Geology and Astronomy. There will be a reception room in this part of the building. In the west wing will be the Prin-



wings, and an extension backward in which will be the gymnasium. The main building will be three stories high above the basement.

The basement will be well lighted and will contain play-rooms for the Training School children which if occasion should require, can be fitted up for school purposes. In the basement will be also baths, lavatories and the heating and ventilating apparatus.

The first floor will be occupied by the Training School beside the dressing-rooms, lavatories, lunch-rooms, cooking-school, and the gymnasium. The large central front part is designed for the Kindergarten. The east wing will contain four school rooms with teachers' apartments and recitation rooms for the Primary department. The Grammar grades are to occupy the west wing the rooms in which are to be similar to those in the east wing.

incipal's office and Trustee's room, a suite of rooms for the Biological department including laboratories and a lecture room beside a teachers' private room, and another suite for Psychology and Pedagogy also with teachers' apartments.

On the third floor in the west wing will be laboratories for Physics and Chemistry and the class rooms for Mathematics. In the east wing will be a suite of rooms for Drawing and rooms for the two Literary Societies. On the same floor above the library will be a room of the same dimensions for a museum.

The present building is overcrowded and all are looking forward with pleasure to the advantages that will accompany the new structure which it is hoped will be completed sometime this year. The foundation and the first story of the main building are up, and the gymnasium is under roof.  
—Emma Ray, '97.





R.I.C.E. wins again???



What is it?



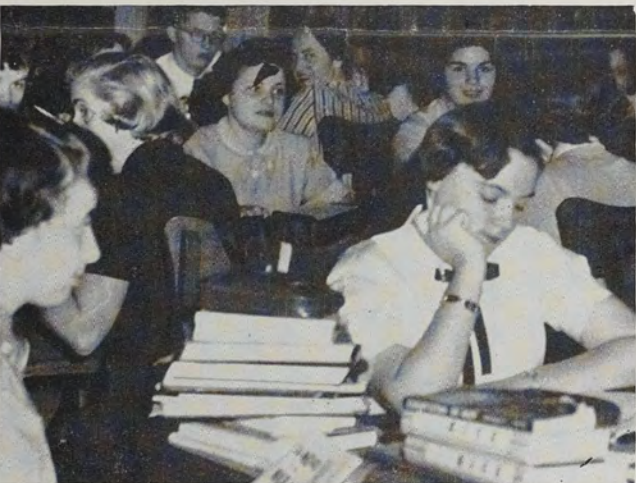
Off campus fun



Ricean meets the Veep



R.I.C.E.'s answer to the sack dress.



One of those rare moments—must be exam time.



Golf???



Remember the Bond Drive?



Should 'a stood in bed!!



This is our idea of college.



The empty caf—must be 10 a.m.



## Mrs. Allendorf Reminisces For Anchor Interviewer

It's a woman's prerogative to keep her age a secret so when we interviewed Mrs. Neva L. Allendorf of the Physical Education Department, we didn't ask her to name the year in which she graduated from R.I.C.E. or the year she returned to teach here at the college. But Mrs. Allendorf has been here long enough to note some radical changes which have come about in the past several years.

Once upon a time, long before the pony tail was ever heard of, all proper Riceans had to wear hairnets. "This was the necessary touch for the professional look," says Mrs. Allendorf. "Only sometimes we could detect when the girls weren't obeying the rules. When we noticed a blonde with a brown hairnet, we knew she had borrowed it from a friend." The girls were required to wear high heels and stockings, again for the "professional look."

Mrs. Allendorf recalls that the regulation gym outfit was navy blue bloomers which were "apt to catch in the apparatus." Later on (she couldn't remember exactly which year), middy blouses and bloomers were the style, followed by the outfit as we know it today.

Riceans used to be quite handy around the kitchen, as Mrs. Allendorf remembers it. There was a domestic science course, and classes were held in what is now the ping-pong room.

May Day, which of late has been under the direction of the Physical Education Department, began as a Junior Class ceremony about thirty years ago, according to Mrs. Allendorf. The affair was held on the campus in the B.P.L. era (Before Parking Lot) when the grounds were not the mud flats that we know today. Eventually, May Day was turned over to the senior class, and there were ten to twelve candidates for the title of queen. Mrs. Allendorf does remember one date—1929—the year when Professor Frank E. Greene's wife was Queen of the May. Mrs. Allendorf wasn't giving us a clue.

## What Will Become Of Old R. I. C. E.?

The future of the present buildings used by the College is uncertain. President William C. Gaige in a letter to an editor of the Anchor staff, said that at the present time there have been no definite commitments concerning the use of the college and the Henry Barnard School.

By provision of the original bond act, the title of the buildings revert from the Board of Trustees to the State Administration when the move to the new campus is completed. The Governor recently proposed a large civic center to be built on the grounds which would provide office space for the Federal, State, and Providence City governments. An act was passed through the Legislature approving the establishment of an authority to build such a center. This does not mean that it will be done.

At present, the University of Rhode Island Extension Service conducts classes in this building. There is some thought of requesting the Henry Barnard School for the University Extension Service.

President Gaige emphasized that there is little definite about any of the plans for the two buildings.

The Anchor staff wishes to thank all persons who in any way helped to assemble this issue, particularly Miss Cuzner for her valuable assistance.

We also wish everyone much happiness and success at the new campus.



Big muscle activity.

## FORMER KINDERGARTEN NOW STUDENT LOUNGE

Previous to the opening of Henry Barnard School in 1928, college students shared the present R.I.C.E. building with both elementary and secondary school pupils. The Observation School, located on the first floor, comprised a kindergarten and all the usual grades of the public schools. A Children's School, established after several years of first-hand educational experimentation with children from three to six years of age, was located in what is now the lounge.

Pictures found in old bulletins of the college portray the lounge much the same as it is today. Of course there were some modifications such as curtains on the window of the doors, gas-illuminated chandeliers, doll's cradles, blocks, and sandboxes. At the end of the room near the fireplace, and standing between the two doors, was a large piano. The space now occupied by the piano was used for blackboard exercises. In this general area were little seats and desks arranged in a "U" pattern, and able to accommodate approximately fifteen to twenty youngsters. Games involving marching and physical and rhythmic exercises were played in the middle portion of the room. Children hand-in-hand formed circles in the vicinity of the lounge designated by the emblem on the floor. The end of the room nearest room 101 was used for three simultaneous activities. In one corner a student teacher would have a small group sitting around her on the floor, as she read them a story. The central portion of this area was used for some type of physical activity. In the opposite corner was another group of youngsters gathered around a sandbox.

Chairs similar to the ones found in the R.I.C.E. library today were placed along the walls, and used by student teachers. Drawing, singing, sewing, interlacing, folding and cutting paper, and modeling in sand and clay were some of the activities taught by the teachers. The Children's School represented primarily the amalgamation of the Kindergarten and Americanized Montessori groups which encouraged the child's initiative and employed games for sense and muscle development.

## "LASTS" HELD

In September 1958, R.I.C.E. will find itself settled on its new campus. This will be a happy occasion for both students and faculty, who will share the benefits of new and modern buildings, airy classrooms, and spacious grounds.

In the hustle and bustle of getting acquainted with the new R.I.C.E., memories of the old but friendly building will probably grow dim. However, for a moment, sitting in the new plush lounge, you may reflect, with nostalgia, on the scenes and events which took place at the yellow brick building overlooking the city.

Perhaps you will remember the 1958 senior class, the last to be graduated from the old building, and the exercises held at the Veterans' Memorial Auditorium. You may also recall the sophomores hanging over the balcony watching the acts sometimes performed on the small somewhat dangerous "stage." Then there were the students in the auditorium you tripped over as you walked up the stairs—you could not really be annoyed, for they had no other place to sit.

Lunchtime in the new building will also bring memories. The lines of hungry people will probably be longer, but they will be nothing to what they were at the old place during the noon jam-up. You will even be able to find a seat, and—wonder of wonders—you will be able to see what you are eating, if your eyes are not dim from studying.

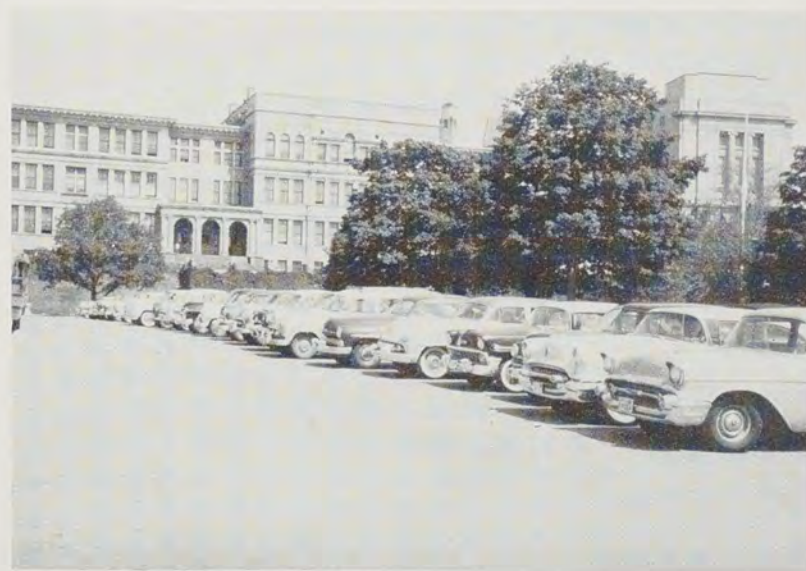
No more, alas, will you be able to while away study time by counting the chunks of plaster falling from the ceiling and the cracks in the wall, or burst into laughter when the heating pipes begin their strange music or when the lights suddenly blink off.

Finally, at the new school, you may miss the regal note added to the colorful May Day pageantry, held on the State House lawn, by that imposing marble dome.

During this past year, it has been the last time for many things at R.I.C.E.; and its close brings the end of an era, the beginning of another.



This is R.I.C.E. before . . . . . mass production.





## Athletic Organizations Formed at College

One integral part of the R.I.C.E. history is the story of the growth and development of the two athletic organizations at the College—the Women's Recreation Association and the Men's Athletic Association.

The story of the W.R.A. begins back in the late 1920's when a group of students interested in promoting group athletic activities formed a Health Club. This group sponsored a variety of activities ranging from outdoor skating parties, camping trips and hikes, to basketball and volleyball games. Their activities were not limited to sports only; this is illustrated by the following incident. On a day when the school was closed because of a heavy snowstorm, Club members displayed remarkable enthusiasm by shoveling numerous paths through the snow to form a maze in the present parking lot. The following day, when classes were resumed, incoming students were challenged to find their way through the maze to the school building for the price of one penny apiece.

Due to the widespread popularity of the Club and the great increases in membership, the Club structure was revised in the 30's and the organization given a new name—the Women's Athletic Association. Though at this time the enrollment of the College was quite a bit lower than at present, interest in the organization was high enough so that intramural basketball and soccer competition could be set up. There was seldom a dearth of team members; in fact the Freshmen and Sophomores frequently had complete second-string teams. It was from the girls' soccer competition that the Phys. Ed. Feast resulted. The Feast was held every fall to honor the winners in the play-offs.

As the organization grew, so also did the number of activities. There were scavenger hunts, play-days in the spring and fall, and of course every spring, May Day. Interest in hostel trips was high and there were many weekend trips to Newport, Wyoming, and other distant parts of Rhode Island.

In the late '30s and early '40s, as the male population of the College increased, the Men's Athletic Association was formed. This group also was active and, as at present, there were basketball, baseball, and soccer teams. Along with inter-school competition in these sports, there was intramural basketball, both of which were enthusiastically supported. Later on, when the girls' soccer competition was discontinued, the W.R.A. decided that rather than discontinue the Phys. Ed. Feast, they would still sponsor it, but the M.A.A. soccer letters would be given instead. Though the story of the M.A.A. is not quite as colorful as that of the W.A.A., it is probably because this group did not have large numbers to work with and also because they seemed to concern themselves more with organized sports.

In 1957 the W.A.A. changed its name to the Women's Recreation Association in accord with colleges all over the country.

Today at R.I.C.E. the M.A.A. has assumed the more prominent role in the College. Interest in W.R.A. has fallen off and as a result its activities have become more limited. As ever, it is striving to adjust its activities and programs to the interests of the students. It is to be hoped that in the future, with increased facilities at the new college, students will again be attracted in numbers to these stimulating organizations.

**CORRECTION:** The last issue of the Anchor stated that Mrs. Becker received an Ed. B. She received an Ed. D.

## Light vs. Air

Who said there is no frontier? Every nation in transition has one, and we may compare the College of Education to a nation in such a state, for many changes and improvements are being made. To reach the outpost of our civilization, you must pass many of said improvements—the joyous atmosphere and shining boards of 102, the new classroom furniture, the Venetian blinds and stacks of new books in the library—and finally arrive at the third floor. Proceed to the headquarters of the Economics and Sociology Department. Observe the windows. Here's our Frontier.

Having looked at the windows, this being a classroom, you would expect to see shades there, too. Alas, only the bare rollers are left. The shades melted away months ago. A device for regulating light, however, exists. If you find that the sunlight glares on your notebook, you may pull down one of the heavy wooden blinds, secure it with ropes, and return to your seat. No light now. Also no air, for the window is completely blocked. Should your neighbor be a fresh-air fiend, the battle is on.

The inconveniences of the situation are numerous: 1. The blinds are clumsy and hard to operate. 2. They are completely opaque, and obliterate rather than soften the light. 3. They shut out the air. 4. The shutter which fails to operate is unsightly.

Two courses present themselves. Either you steadfastly and with great patience await the arrival of the New Civilization, or you migrate to another classroom!

## 1943 REPRINT Is Cry of Today

There's a teacher shortage; at least that's what the newspapers say! But here we are—eighty young people, educated to teach, ready to teach, aching to teach—if we only had jobs. Unfortunately we don't know where to look. Making exceptions for the few who will no doubt be placed through their towns and through the college, there will still remain many young people without teaching positions. We are told that it's wrong to leave the profession; yet there seems to be no alternative.

Our suggestion is a Teacher Placement Bureau within the walls of R.I.C.E. This Bureau must have a full-time worker, whose files would enable her to find the right person for the right job, a worker who would have time to send out questionnaires, and who would have statistics at her fingertips.

Very few girls wish to leave the profession. Four years of specialized preparation with state training gives them the feeling of "belonging" to the teaching world. Therefore this is our suggestion to help relieve the shortage and help us to remain teachers.



Now



Then

## Change in Graduation Attire

It was Spring of 1899 and Adelaide was hurrying down Clyde St., in Pawtucket toward home. The bright, warm sunshine just matched Adelaide's mood. Today she was having the final fitting on her graduation dress. In just three more days she would be graduating from the new Rhode Island Normal School. She was terribly proud to be a member of the first class to be graduated from the beautiful new school.

Little did she think that day, or for that matter even years later when she became one of the first junior high school teachers in Rhode Island and attended the famous Montessori School in New York, that one day the school she so proudly claimed as her Alma Mater would become a fully accredited college or that graduates would wear full academic regalia to receive bachelor of education degrees. Certainly she never dreamed that one day her school would become a multi-building institution, on a spacious campus, graduating over one hundred fully prepared teachers each year.

In 1949, Miss Adelaide Flemming received a special fifty year award from the Rhode Island College of Education. Then she knew what teacher education in Rhode Island could be. Then she looked with renewed pride on her school—and perhaps she looked with nostalgia too, as we do upon her graduation dress.

## PROFESSORS, FORMER RICEANS, TELL TALES

Many of the professors at R.I.C.E. attended this college as students. We have asked three of them, Miss Walsh, Miss Wright, and Mr. Nazarian, to tell us what college was like then and how it has changed since each of them graduated.

The R.I.C.E. that Miss Walsh attended was different in many ways from the R.I.C.E. of today. In the first place there was no activity fee. Now this may sound wonderful, but actually it wasn't. The students had to pay for their own yearbooks, the issues of the Anchor, play productions, and sport functions. Even people who were elected as delegates to conferences had to pay their own expenses.

Another big change has been the dropping of city training. Students had to teach in Providence for one year after completing four years of college—with no pay! And after this year, there was no guarantee that the school system would hire the student.

The relative importance of many organizations has changed since Miss Walsh was a student. The IRC, which is now struggling for existence, was then a strong organization. The membership was usually over fifty, and each year the IRC sent delegates to a "Little League of Nations" conference which was dissolved along with the real one. Miss Walsh attended this conference four times during her college career. The Anchor, which Miss Walsh edited at one time, was more powerful then. Student opinion had a greater place in the paper's columns. Of course this change may reflect the present lack of student opinion.

The fraternity, Kappa Delta Phi, was not in existence then, probably because of the small number of men on campus. The total enrollment was about 400, and not quite 30 of these were men.

The college also had a different method of selecting freshmen. Each of the towns and cities had a quota, and no more students than the quota allowed would be accepted from each town.

Miss Wright, who graduated from college a few years after Miss Walsh, in 1944, finds a great change in the amount of student participation. The student body was smaller then, so everyone knew each other; and fewer people worked, so more people joined clubs and worked on other extra-curricular activities. The number of students who stay after classes now for club meetings is low.

"How many times have we sung the Alma Mater this year?" This

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## Alumni Bid Farewell To Our Old Building

Before the Alumni Association began its triumphant tour of the new campus, it was only fitting that they should bid farewell to the building. It might have been appropriate for us to take a sentimental journey from cellar to rooftop—perhaps followed by a troupe of gypsy violinists alternately playing "Memories" and "This Old House" as tearful Alumni sought out each well-remembered nook and cranny.

Alas! We have no gypsies—either with or without violins. The stairs have become noticeably steeper through the years. And surely a building which has served well deserves a prouder demise than being set adrift on the Providence River by the tears of grief-stricken Alumni.

Through the years, this building has been the scene of many events—amusing, happy, proud. These are what we shall remember Sixty years ago, this building, having won the war against quicksand, stood new and shining, to await the onslaught of thousands of students. It boasted two wide iron stairways with marble treads and landings of easy ascent. A large museum on the third floor was the subject of excited comment. (One mysterious stuffed creature from that museum has been exciting comment ever since, as new students spotted it in an out-of-the-way corner.) Best of all, the new college was only a three minute walk from the railway station—an obvious improvement over the old Benefit Street site despite the latter's highly advertised "horse-car communication" with the city.

In the earlier years, the campus had not yet taken on its starkly modern look which has been described as the "Egghead's Answer to Smart Sam's Used Car Lot. Two curving walks led through a small park with formal gardens. Linden trees bordered the grounds and climbing yellow roses greeted the malingering student on that last dash to class.

There have been changes inside the building, too. Until 1928, the practice school occupied the first floor. The Kindergarten Room which once echoed to the innocent chant of "We're all in our places with bright shiny faces," later became the scene of involved political chicanery at class meetings as well as those memorable formal teas. On certain occasions, the room was transformed to anything from a Southern plantation to a Paris street scene for the student dances. Some of us may remember the days of the Hired Chaperone. This estimable person was paid—handsomely we trust—to check on all aspects of attire and decorum. The Hired Chaperone also personally ejected any nonconformist from the building. Ah! Those were the good old days!

The cooking school on the passageway to the gymnasium also deserves mention. What delightful moments were spent adding a pinch of this and a touch of that. There were moments of tragedy, too; especially when a daydreaming lass rushed to the rescue of a murdered muffin smoldering in the oven.

The gymnasium has had its share of wildly cheered sports events, rope climbing, and even story plays. No one will dispute, however, that it reached its peak as a fashion center when the accepted costume included the long, black stocking. The most hardened rule-breaker could do little about the stocking regulation, but even the F.B.I. would be hardpressed to detect the various devices other young ladies employed to disguise the fact that—horror of horrors—they had *bobbed* their hair.

The second floor is notable for the stage which opened into both the library and assembly hall—a thoughtful arrangement which meant the stage itself had to straddle the corridor. This gave R.I.C.E. the dubious distinction of having a corridor where one had to go up a flight of stairs and down a flight of stairs to get from one end to the other. The Assembly Hall itself is remembered for song-contests, Stunt Nights, chapel exercises, endless speakers, and examination time when even the friese over the stage seemed like just one more instrument of torture. The entrances to this chamber of sometimes mystifying rites were guarded by two faithful sentries: Diana with her arrows ready and Apollo, who managed to look dignified even with a freshman beanie perched on his noble brow.

The library was the scene of the 9:29 scramble when books, carefully wrapped in the previous night's Providence *Journal*, were surrendered. The Student's Mail Board was always a popular spot, except when the ominous little white cards appeared bearing the carefully and politely veiled ultimatum "Please see me."

The third floor was distinctive in many ways. The Art Room swarmed with students trying to make an abstract giraffe look less like a duck. The Laboratories buzzed with swamis muttering incantations calculated to blow the whole building to smithereens. The Music Room rocked with the efforts of terrified apprentices striving to teach classmates the immortal "Little Red Wagon." Over in the speech department, one student practiced to die effectively while another desperately tried to recall his first cue.

Each alumnus has his own particular associations with this building: from remembrances of a locker door that just would not budge, or automatic row in the cellar, or of that statue on the first floor that pointed the way to a nameless somewhere, to graduation day when we lined up on the esplanade ready to announce to the world, "Have ruler. Will travel."

## MAY DAY BEGAN WITH IDEA, BECOMES A R.I.C.E. TRADITION

A member of the junior class of about 1926 had an idea. "Let's have a May pageant with dancing, a queen, a May pole and all!" This was a new idea for R.I.C.E. although it may seem that such May Day exercises have always existed. Actually, there were May Pole dances on our campus during the early 1900's done by the Henry Barnard students and the college girls. These were May Festivals but were nothing like the May Pageants we know today.

So in 1926, it was the Junior class who, nominated 10 or 12 girls for queen candidates, wrote a pageant, and presented this "first" on our green campus. The pageant was a composite of a few groups of dancers (queen candidates included); plus a solo dancer who danced from group to group, then singled out the girl who had been voted by her class to be queen and crowned her.

Only the juniors participated those first few years but by 1930 May Day was opened to the entire student body. Each class participated in some dance and the freshmen did a May Pole dance. At first it began with three May pole dances going on at the same time but within a few years the number was reduced to two, then one, and finally May pole dances were cut out entirely. The freshmen, however, continued to be a traditional part of the pageant. It was at about this time that the number of queen candidates was reduced. The new practice was for the senior class to nominate three candidates and for the student body to vote for the May Queen. (This practice is still in use today.)

The type of pageant also changed. It was becoming monotonous to have a pageant in which a solo dancer danced around and then crowned the queen, so the queen was seated and crowned before the pageant began, which then became entertainment for the May queen. A few years later the queen's entrance became a procession from the college. Two heralds announced her entrance from the front door of the college

and a parade of flower girls, ladies-in-waiting, attendants and queen came across the esplanade and down the front steps, creating a lovely picture. Previously the queen had dressed in a simple white frock but now in the 30's she wore a white gown and long white satin train. (This train, incidentally is the very same train which we still use today.) Before long, however, the number of courtiers came to exceed those participating in the pageant itself so the procession was cut down to its present size of about 24 girls.

The pageant has usually been a story beautifully told in pantomime and dance, although in the beginning there was a greater emphasis placed on a running-theme and pantomime. The costumes and scenery have been done with the help of the art department, the dancing has been directed by the physical education department, but the writing of the pageant has gone from hand to hand. In the



Some day this may be part of May Day

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## ANCHOR HEADLINES AT RANDOM

### SKELETON IN THE CLOSET NO BONES ABOUT OSCAR

(The anatomy class skeleton)

February 13, 1942

### ONE-O-TWO CHANGED TO RECEPTION ROOM

Plans for decorating Room 102 were made and carried out by a committee of faculty and students early this year. Previously the room had been a general meeting place for students in their free hours; after classes a reception room for all college teas and socials; and at crucial moments in the life of the community, even a classroom. Room "one-o-two" was considered THE room of the college.

September, 1943

### COLLEGE BOOKSTORE RIVALS "FIBBER MCGEE'S CLOSET"

(College Bookstore moves from what is now a supply closet on the first floor to its present location.)

September 24, 1947

### RICEANS WANT A CAMPUS

(Students willing to landscape college grounds if the school provides equipment and supplies.)

June 5, 1951

### R. I. LIFE RELISHED BY ACTIVE GAIGES

(President William C. Gaige and family move to Rhody from Claremont, California to assume presidency of R.I.C.E.)

March 19, 1953

### MUCKY, MUDDY PARKING LOT TRAPS RICEANS

February 17, 1954

### IRON ANCHOR LOST

(Frosh, class of 1959, surprise sister Junior class by making off with traditional iron Anchor at Junior-Freshman Party.)

November 22, 1955

### VOTERS APPROVE BOND ISSUE

(Money voted will finance building all new campus.)

November 20, 1956



# R. I. C. E. PUBLICATIONS HAVE COLORFUL HISTORY

The history of R.I.C.E. publications is slightly longer than the history of this building. The ancestors of the *Anchor* can be traced back to before the turn of the century, to the Benefit Street School; the *Ricoled*, our yearbook, and the *Helicon*, our present day literary publication, are offsprings of the *Anchor*.

In the old Benefit Street School, nearly all the students were members of one of the two literary societies—the Elizabeth Barrett Browning Society and the S.I.D.Q., the Latin initials for Scribimus Indocti Doctique. Learned or unlearned, we all write.)

On June 9, 1894, the first publication of the normal school was issued by the S.I.D.Q. Society. This manuscript edition was about a dozen pages in length and had a construction—paper folder with a big red satin bow on the front cover. The editorial of this first S.I.D.Q., as the paper was named, was "The primary aim of the paper is to be a sort of sarcophagus, which shall contain, not dried memories and fossil remains, but the embalmed spirits of the senior, the S.I.D.Q. society and school, the ghosts both witty and wise which ought to be well preserved and handed down to posterity." It contained, in beautiful penmanship, poems, anecdotes, senior articles, and training and alumni notes.

There is no record of a publication in 1895, but in 1896 the S.I.D.Q. published four quarterly issues. These issues were printed copies, with pictures on heavy dull finished paper and with no cover. They were only slightly smaller in size than our present-day *Anchor* and were from four to eight pages in length. That year's second issue had for its front page story, "The New Normal School," which has been reprinted in this issue of the *Anchor*. The fourth issue had this editorial: "The S.I.D.Q. appears for the last time to its readers, for after this publication it gives place to the paper which is to be published by the two Literary Societies during the coming year, a school paper."

And so in 1897, the last year at the Benefit Street School, the first *Normal Student* was issued to be "published quarterly at Providence, R. I. by the students of the R. I. Normal School." It had a construction-paper cover and about 10 pages. The editorial read: "Our readers doubtless remember the announcement made in the last number of the S.I.D.Q. that in the future that paper would give place to one, the joint publication of the two literary societies, known to us and to former members of the school as the E.B.B. and the S.I.D.Q. This month we issue the first number of the paper under the name of *The Normal Student*."

The S.I.D.Q. existed one year, and as it passed successfully through that period, which may be considered the most trying, with the support of one society; this year, with double that support, the outlook seems very promising. An additional advantage will be the contributions by the faculty."

The *Normal Student* continued through the turn of the century and some of its history has been lost. Some time between 1900 and 1920, the *Normal Student* became the *Anchor*. For a few years in the early 1930s it was issued in a small size under a construction paper cover (looking like our present day *Helicon*), but this was only a trial appearance. During World War II the issues were short and of a small size, but this was probably due to the shortage of paper. Otherwise, the general appearance of the *Anchor* has always been about the same as it is today.

In the 1930's the *Anchor* began publishing a literary issue at the end of every year. At first it was just a separate page in the *Anchor*, but it soon became a supplementary issue—"The *Anchor's Literary Issue*." In 1941 this issue was given separate status and renamed the *Helicon*, a word of mythological origin; it was the name of a mountain in Greece sacred to Apollo and the Muses. During the '40s and part of the '50s, the *Helicon* remained under the supervision of the *Anchor*, and the editor was chosen by the *Anchor* staff. It was only recently that the *Helicon* broke away and now stands completely on its own. The senior class now elects the editor, and the staff is made up of some members from each class.

The *Helicon* is a small-sized copy of about 25 pages and contains articles of humor, fiction, non-fiction, and poetry.

The *Ricoled* is, in a way, an offspring of the *Anchor* because its first publication was sort of class-day issue. In 1921 *Our Class Book* was first presented, containing the class ode, calendar, history, gifts, and prophecy. It was typewritten, and there were no pictures; it was about 15 pages long with a construction-paper cover and was held together with red ribbon.

The next yearbook on record is the *R.I.C.E. Year Book* of 1925. This issue contained 67 pages of material on classes, organizations, literature, lectures, academics, and humor. Some pen drawings were added to the typewritten sheets; it still had a construction-paper cover, but now it was held together with paper fasteners.

In 1929 the *Ricoled* was born, its name an abbreviation of Rhode Island College of Education. There was a big difference in this issue from the one in '25. It had a cardboard cover and smooth printed pages. Most important, it had photographs of the seniors, underclassmen, faculty, and clubs. In 1930 the *Ricoled* graduated to shiny finished pages and its first hard cover.

Since then there have been but a few changes in the general appearance. For several years after the first publication of the *Ricoled* the faculty photographs were not taken individually. Instead, the professors and instructors, wearing academic attires, lined up on the front steps and were photographed in a group. All types of clothing were worn by the students for their portraits. Some years they appeared in their caps and gowns, other years the photographer provided a soft draped material to be worn during the sitting, and many times the students (mostly girls anyway) wore informal sweaters and blouses.

A little research into the files of the *Ricoled* has brought these tidbits to light. There are many members of our faculty who are graduates of R.I.C.E. Dr. Thorp, director of Henry Barnard School, was editor-in-chief of the first yearbook in 1921. In 1925 Miss Carlson was a senior class member who also had a position on the faculty as a teacher of penmanship. Miss Marden of the faculty of Henry Barnard School was the editor-in-chief of the *Anchor* in the late '20s. Miss Wright, who graduated in 1944, was president of her class during her sophomore, junior, and senior years. In 1953 Mr. Nazarian was editor of the Student Handbook. Other graduates of R.I.C.E. are Mrs. Allendorf, Dr. Campbell, Mr. Ethier, Miss Hanley, Dr. Keefe, Dr. Scott, Miss Snell, and Miss Walsh.

The Handbook, an indispensable item for freshmen and upperclassmen, used to be compiled by the Press Club, although Student Council commissioned its publication. At present, the Handbook is published by Student Council.

Incidentally, Student Council was first formed in 1925 with a constitution only one page long. The most important piece of legislation passed that year was the ruling that "No class is now subject to more than two one-hour tests in one day, nor must the tests come in successive periods."

A final bit of information gleaned from the pages of the *Ricoled* is the fact that Henry Barnard School was opened as a grammar school and junior high, with the addition of a senior high planned in the future.

## MAY DAY BEGAN WITH IDEA, BECOMES A R.I.C.E. TRADITION

(Continued)

beginning, as was said, the junior class wrote it and then the senior class did. For a while around 1940, the May Day committee was composed of faculty members and students. At about this time the English department assigned the writing of the pageant as class work and selected the best ones. The final decision rested with the committee. Most recently a student May Day committee, composed usually of seniors, has written and organized the affair. Some pageant themes as the Nutcracker Suite, various Toy Shop scenes, and the Peer Gynt Suite have been used.

The pageants presented lovely scenes. The background for the queen's throne was tall trees and, farther away, the state capital. The floor was a carpet of green grass, and pretty flowers bloomed here and there. Sadly enough, the lawn became ruined by neighboring children who played on campus, and in 1938 many trees were torn down by the hurricane. It became increasingly difficult to dance on the dirt-spotted lawn so that for three or four years during the middle 40's grass clippings from the state house lawn were gathered and sprinkled over our campus on the morning of May Day. This helped appearances a little but grass clippings were also difficult to dance on. The last pageant presented on campus was in a circus theme where the dirt lended itself, for around 1948 someone had the bright idea to seek permission from the authorities to present our May Day ceremonies on the state house lawn. Permission was happily granted and has been repeatedly granted every year since.

## Professors, Former Riceans, Tell Tales

(Continued)

is a question that Miss Wright asked. The answer? We probably have sung it five times. There was a time when it was sung at least once a day. Chapel was held every morning, and the students sang the Alma Mater then. The whole student body sang together often, and R.I.C.E. became well known as a "Singing College." Nowadays, the only time the students are quiet in chapel is while the hymn is being sung.

When Miss Wright was a student, the whole school participated in May Day, and the part of the upper classmen was not sitting on the wall and laughing at the poor freshmen.

Although Mr. Nazarian graduated from R.I.C.E. only four years ago, he thinks there have been many changes since his college days. The enforcement of rules has been relaxed, and regulations have been changed. Eating and drinking were not permitted in the Charles Carroll Room, but judging from the Coke bottles there now they are certainly allowed today. The lounge consisted of a larger room because the card room was part of it. There were chairs and couches along the walls, and the furniture could not be rearranged. Of course, we are not supposed to move the furniture either—one of our loosely enforced rules which was then strictly enforced. Since there was no card room, there was little card playing; it was allowed in the cafeteria for a few hours each day.

Mr. Nazarian also sees changes in the attitude of the students toward college. Too many of them leave school five minutes after their last class and arrive the next morning five minutes before their first one. The attendance at chapel, class meetings, and forum shows the poor attitude of many students. They do not realize that forums and class meetings would be interesting if they made them interesting. Forum is a place to air your grievances, and then see that something is done about them. Until recently, forum was a lively meeting, and problems were solved because the students did not feel defeated from the start.

There have been many improvements in the curriculum since Mr. Nazarian graduated. Many two-hour courses have been eliminated or lengthened into three-hour courses. Now more can be accomplished in a semester, and the student does not miss as much if he is absent from one class.

For the most part, the teachers feel that the changes made in the college curriculum, rules, and regulations have been for the better, but that the changes in student participation and attitudes have been for the worse.

## THE ANCHOR

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